R E P O R T R E S U M E S

ED 014 025 AC 001 535

COMMUNITY EDUCATION FOR ADULTS, NUMBER 1. CURRENT INFORMATION SOURCES.

SYRACUSE UNIV., N.Y., ERIC CLEARINGHOUSE ON ADULT

PUB DATE NOV 67

EDRS PRICE MF-$0.25 HC-$0.84 19P.

DESCRIPTORS- *ANNOTATED BIBLIOGRAPHIES, *COMMUNITY EDUCATION, *ADULT EDUCATION PROGRAMS, COMMUNITY ACTION, LEADERSHIP TRAINING, MANPOWER DEVELOPMENT, COMMUNITY DEVELOPMENT, COMMUNITY LEADERS, PUBLIC AFFAIRS EDUCATION, CITY OFFICIALS, URBAN EXTENSION, RURAL EXTENSION, UNIVERSITY EXTENSION, EMPLOYMENT, PROFESSIONAL TRAINING, APPRENTICESHIPS, SOCIAL CHANGE, DEVELOPING NATIONS, FEDERAL PROGRAMS, EDUCATIONAL NEEDS, INFORMATION NEEDS, DISADVANTAGED YOUTH, COMMUNITY PLANNING,

AN ANNOTATED BIBLIOGRAPHY CONTAINS 30 INDEXED AND ABSTRACTED ENTRIES ON NUMEROUS ASPECTS AND CONCERNS OF COMMUNITY EDUCATION FOR ADULTS, INCLUDING COMMUNITY DEVELOPMENT IN THE UNITED STATES AND ABROAD, MANPOWER DEVELOPMENT, LEADERSHIP AND PROFESSIONAL TRAINING, EDUCATIONAL AND INFORMATION NEEDS, DYNAMICS OF SOCIAL CHANGE, COMMUNITY PLANNING AND ACTION, AND THE FUNCTIONS AND PURPOSES OF URBAN, RURAL, AND UNIVERSITY EXTENSION. (LY)

ED014025

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

ERIC CLEARINGHOUSE ON ADULT EDUCATION

COMMUNITY EDUCATION FOR ADULTS, #1

CURRENT INFORMATION SOURCES

ACCN 5965

ERIC CLEARINGHOUSE ON ADULT EDUCATION

107 RONEY LANE | SYRACUSE, NEW YORK 13210

SPONSORED BY THE LIBRARY OF CONTINUING EDUCATION OF SYRACUSE UNIVERSITY AND THE EDUCATIONAL RESOURCES INFORMATION CENTER OF THE U. S. OFFICE OF EDUCATION

MR. ROGER DECROW, DIRECTOR | MISS DIANA J. IRONSIDE, ASSOCIATE DIRECTOR

The research reported herein was performed pursuant to a contract with the Office of Education of the U. S. Department of Health, Education and Welfare. Contractors undertaking such projects under Government sponsorship are encouraged to express freely their professional judgment in the conduct of the Project. Points of view or opinions stated do not, therefore, necessarily represent official Office of Education position or policy.

Community Education for Adults, #1: Current Information Sources is the first in another series of Current Information Sources on various aspects of adult education published by the ERIC Clearinghouse on Adult Education.

Periodically, supplements will be made available as other relevant documents are processed. Eventually, each series will constitute a significant ongoing annotated bibliography on a specific topic.

We hope that the usefulness of these publications will prompt more users to send us copies of their studies and other important reference information to improve our services.

November 1967

NOTE ON THE AVAILABILITY OF DOCUMENTS

Documents with an EDRS number (e.g. ED 010 246) are obtainable from the ERIC DOCUMENT REPRODUCTION SERVICE (EDRS), Bell and Howell Co., 1700 Shaw Ave., Cleveland, Ohio 44112. For example, "EDRS Price MF-$0.18 HC-$3.52" indicates that the relevant document may be obtained from EDRS in microfiche (MF) for 18 cents, or for $3.52 in printed out hard copy(HC).

A microfiche is a sheet of 4" x 6" film containing microimages of the pages of the document--as many as sixty pages of document per fiche--and costs just 9 cents from EDRS. In order to read microfiche one must have access to a microfiche reader. "Hard copy" prints consist of black and white 6" x 8" pages, bound in soft covers and available at 4 cents per page. Payment to EDRS must accompany orders totaling less than $5. Add a special handling charge of 50 cents to orders totaling less than $3. Add your applicable local state sales tax or submit tax exemption certificate.

Orders from EDRS must designate documents by the code number appearing at the upper left hand corner of the citation.

All other documents must be obtained from the indicated original source. If it is impossible to obtain a document from the originating source, help may be requested from the ERIC Clearinghouse on Adult Education.

Abstracts of reports and other documents from the 18 ERIC Clearinghouses appear in Research in Education, a monthly publication of the Office of Education, U.S. Department of Health, Education, and Welfare, Government Printing Office, Washington, D. C. 20402. Domestic, $11.00 a year; Foreign, $2.75 additional.

AC 000 043E URBAN EXTENSION. Report on experimental programs assisted by the Ford
ED 011 095 Foundation. Ford Foundation, New York. OCT 66 EDRS PRICE MF-$0.09
HC-$2.08 52p. Bibliog,pp.40-43.
TERMS: *urban extension, *university extension, *experimental programs, *community action, community development, urban renewal, inservice

ABSTRACT: This report outlines the experiences of 8 universities and a nonacademic community development organization which had received Ford Foundation grants for urban extension programs. Each organization used the approach best suited to its size and structure, and the skills and talents of staff personnel. The most significant consequence of most of the experiments lay in helping local communities create structures for the war on poverty, enhancing the ability of universities to serve state and local governments in shaping community action programs to meet Federal requirements, creating a working liaison between the universities and government agencies, and crystallizing several critical questions which universities must resolve to function effectively in urban affairs. The recipient universities were Wisconsin, Rutgers, Delaware, California at Berkeley, Missouri, Oklahoma, Purdue, and Illinois. The community organization was ACTION-Housing, Pittsburgh. (ly)
SECONDARY TERMS: training, research projects, neighborhood improvement, program descriptions, community organizations, Ford Foundation,

AC 000 507 E THE BUFFALO MODEL CITY CONFERENCE (Proceedings of the first conference sponsored by the Cooperative Urban Extension Center, Buffalo, N.Y., Jan 19-20 1967). Cooperative Urban Extension Center, Buffalo, N.Y.
67 EDRS PRICE MF-$0.18 HC-$2.84 71p.
TERMS: *urban extension, *urban renewal, *community planning, *federal programs, *city improvement, program development, unemployment,

ABSTRACT: This report from Buffalo, N.Y. is of the first of 7 regional conferences planned to help communities prepare themselves for participation in the Federal Model Cities Program, as provided by Title I of the Demonstration Cities and Metropolitan Development Act of 1966. Sponsored by the Cooperative Urban Extension Center, which is funded under Title 1 of the 1965 Higher Education Act, it brought together representatives of city government, higher educational institutions, welfare agencies, voluntary agencies, churches, cultural institutions, and foundations. The purpose was to achieve a sense of commitment to the task, an airing of ideas that can become the core of Buffalo's own approach to the Model City challenge, and an understanding of the need to forge a broad administrative organization comprehensive and imaginative enough to cope with problems of blight and poverty on a large scale. The social action program was discussed, urban renewal, economic opportunity, and cultural programs, the federal program, and Buffalo's response to it. Then a look was taken at the job ahead in social action and community planning with an emphasis on local initiative with the strongest participation of neighborhood groups. (ly)
SECONDARY TERMS: cooperative planning, employment patterns, demonstration projects, economically disadvantaged, interagency cooperation, Model Cities Program, Demonstration Cities Act, Buffalo,

AC 000 557E (SEE AC 000 499C) URBAN DECISION-MAKING, THE UNIVERSITY'S ROLE (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA, 1967/5-16). Bailey, Stephen K. 67 EDRS PRICE MF-$0.09 HC-$0.56 14p.

TERMS: *decision making, *urban culture, *universities, *community role,

ABSTRACT: The author examines the various ways in which the university can and should influence urban decision-making. The central university role is sensitizing the decision-makers and the citizens to human misery, such as bigotry, squalor, disease, ugliness, poverty, and ignorance. Long-range roles are, pinpointing the problems urban decision-makers should deal with, discovering the root laws of human behavior, and finding answers to problems according to these laws. Short-range roles include providing technical advice and educating urban decision-makers. (Author/ja)

AC 000 556E (SEE AC 000 499C) URBAN INSTITUTIONS AS UNIVERSITY CLIENTS (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/17-27). Kravitz, Sanford L. 67 EDRS PRICE MF-$0.09 HC-$0.52 13p.

TERMS: *universities, *community problems, *educational responsibility, *urban extension, urban areas, urban culture. human resources,

ABSTRACT: The author discusses the ways in which the university can and must help the city solve its problems. He sees the two major needs of urban institutions as a manpower shortage and a knowledge problem. The university must mobilize its resources rapidly and responsibly not only to increase the number of workers available but to improve the quality and efficiency of these people. It must redefine job content, training, roles, and job status, reevaluate current notions about professionalism, and give attention to the increasing use of sub-professionals. In regard to the knowledge problem, the university must emphasize the application of knowledge to the improvement of society and work toward creative innovation, seeking new ways to relate its resources to community needs. It must also seek a common language to bridge the gap between the administrator's concern for immediate answers to specific problems and the scholar's concern for theory and research. (Author/eb)

SECONDARY TERMS: responsibilities, manpower development,

AC 000 558E (SEE AC 000 499C) POLITICS OF UNIVERSITY INVOLVEMENT IN SOCIAL CHANGE, THE CONCEPT OF UNIVERSITY INVOLVEMENT (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/28-43). Campbell, Alan K. 67 EDRS PRICE MF-$0.09 HC-$0.72 18p.

TERMS: *social change, *universities, *community involvement, *public policy, *community role, power structure, political

ABSTRACT: The author discusses the university's role in social change from the political viewpoint. By examining our political system as it related to university involvement, he indicates the political ramifications of such involvement and shows the kind of involvement that is politically possible. He pinpoints the difficulties civic administratrors and university personnel have in working together as problems of approach--universities tend to define problems within their more general context and to espouse long-range planning, while our political system is primarily conducive to small incremental change and short-range planning. This political bias exists because of (1) our lack of knowledge about the causes and consequences of change. (2) our ideological environment, which is based in good part on laissez faire, (3) our power structure, which is pluralistic, and (4) our decision-making process. Although the system in some ways agrees with the university, it also produces many frustrations. These frustrations are an inevitable part of the system, university involvement is nonetheless necessary and must continue.

SECONDARY TERMS: power, pluralism, decision making, social planning, change agents, leadership responsibility,

AC 000 559E (SEE AC 000 499C) TEACHING AND RESEARCH, THEIR INFLUENCE ON SOCIAL CHANGE (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967/44-69). Bebout, John E. 67 EDRS PRICE MF-$0.09 HC-$1.08 27p.

TERMS: *social change, *universities, *community responsibility, *teaching, *research, social problems, educational philosophy,

ABSTRACT: The author examines the influence of teaching and research -- primarily the work of the university -- on social change. Teaching and research are the foremost generators of social change, thus the success with which we cope with present and future problems depends on the university. The university is in a unique position of relative independence and freedom, and must maintain this institutional integrity to have the needed effect. The university's influence must be mainly a humanizing one, the university must assess society's needs and respond to them by providing humane direction to social change, it must stress planning and try to foresee the effects of change. Thus it must emphasize teaching, particularly the training of teachers, give more attention to integrating and communicating research, stress the humanities and social sciences, and pursue scientific studies within a set of values and research within the framework of policy. (Author/eb)

SECONDARY TERMS: community role, educational role, leadership responsibility,

AC 000 560 (SEE AC 000 490) EDUCATING THE URBAN STUDENT FOR THE URBAN WAY OF LIFE (IN Cummings, Thomas, ed. Political backgrounds of adult education. Boston,CSLEA,1967 78-85). Willie, Charles V. 67 EDRS PRICE MF-$0.09 HC-$0.72 17p.

TERMS: *urban extension, *universities, *community education, *community role, *community action, school integration,

ABSTRACT: The author deals with the role of the university in educating students to be citizens and leaders in our urbanized society. He sees urbanization as being different from, though related to, industrialization, and he sees distinct differences in the social and educational responses needed to deal with them. While industrialization, the main focus of our social and educational institutions, requires technological skills for work, urbanization requires the development of a sense of community. Willie believes that the university must seek to educate leaders from and for all levels of community -- partly because all levels of community need leaders and partly because truth comes only from the fusion of a number of viewpoints -- and that university education must become involved with current controversial community issues. The university must teach activists the benefits of reasoned thought and thinkers the methods and techniques of effective action. The author illustrates his discussion with a case study of school integration in Syracuse, N.Y. and 2 programs pertaining to community leadership development (the Thursday Breakfast Roundtable and the Community Action Training Center) sponsored by University College of Syracuse University. (Author/eb)
SECONDARY TERMS: leadership responsibility, urban education, Syracuse, U.C. of Syracuse Univ.,

AC 000 064 E TYPES OF JOBS IN COMMUNITY DEVELOPMENT. Summary of a report of a reconnaissance study made under the auspices of the Department of Community Development, University of Missouri, 1965. Dunham, Arthur. Missouri Univ. Dept. of Regional and Community Affairs. OCT 66 32p.

TERMS: *job analysis, *community development, *professional training, *personnel, developing nations, surveys, statistical data,

ABSTRACT: A study was made of (1) the nature, variety, and number of community development jobs, (2) the relation of the findings to training, and (3) the possible need for a more comprehensive study. A hypothetical job classification was devised consisting of administrators, supervisors, consultants, field representatives, program planners or directors, teachers or trainers, researchers, subject-matter specialists, front-line workers, youth workers, and workers with women. Questionnaire responses from 18 agencies in the U.S.A. and abroad suggested a revised scheme -- administrators, specialists (teacher/trainer, researcher, subject-matter specialist), and front-line workers (village workers, community consultants, urban community workers). Most community development workers come from other disciplines, professions, and vocations, and must have special training. They should be surveyed concerning education, previous work experience, rated skills, and present responsibilities. An international study and a more detailed U.S.A. study should be made. (Document includes appendixes and 4 tables). (ly)
SECONDARY TERMS: administrative personnel, specialists, instructional staff, consultants, adult educators, research needs, models, occupational information, qualifications,

AC 000 335 I PATTERNS OF COMMUNITY DEVELOPMENT. Franklin, Richard, ed. 66
EDRS PRICE MF $0.18 HC $5.12 128p. Available from Public Affairs Press, Washington, D.C.

TERMS: *community development, *citizen participation, *regional programs, *rural areas, *urban areas, community responsibility, community action,

ABSTRACT: Case histories of systematic community development in southern Illinois involving eight rural communities (including all of Pope County) and East St. Louis provide examples of grass-roots decision-making in social, cultural, commercial, industrial, educational, and civic betterment, and illustrate basic approaches to community and regional development -- educating youth, working with adult populations in attempting gradually to change habits and attitudes, and introducing outsiders to initiate change. Experiences relevant to the role of the university planning consultant and to the training of community development personnel are considered. Questions, issues, and hypotheses are framed for future social-action research, and basic objectives of community development are briefly discussed. (ly)

SECONDARY TERMS: community consultants, urban renewal, leadership training, regional programs, neighborhood centers, high schools, city planning, universities, case studies (education),

AC 000 009E
ED 010 980 NEW DIMENSIONS IN COMMUNITY DEVELOPMENT (Proceedings, Division of Community Development annual meeting, 51st, National University Extension Association, Albuquerque, N. Mex., Jul 22-27, 1966). NUEA, Washington, D.C. Division of Community Development. Iowa Univ. Institute of Public Affairs, Iowa City. DEC 66 EDRS PRICE MF-$0.18 HC-$3.04 76p. fs

TERMS: *community development, *university extension, *urban extension, *community action, *professional training, conferences, program planning,

ABSTRACT: Conference proceedings on the role of university extension in community development outline principal issues and current projects of the Division of Community Development of the National University Extension Association. Adult education is discussed, as related to implementation of community development proposals under Title 1 of the Higher Education Act of 1965. A University of Oklahoma plan for comprehensive, interdisciplinary urban extension work in Tulsa is described, as is a Michigan State University program design for university involvement in solving human relations problems on the community level, community development activities of West Virginia University through the Appalachian Center, and Southern Illinois University and University of Wisconsin training programs for Office of Economic Opportunity staff. Suggests the prospects and directions of university-based community development programs. (ly)

SECONDARY TERMS: staff development, Univ. of Oklahoma, Univ. of West Virginia, Univ. of Southern Illinois, Univ. of Wisconsin, OEO, NUEA, Michigan State Univ.,

AC 000 883 I SOCIAL SCIENTISTS VIEW POVERTY AS A SOCIAL PROBLEM (Proceedings of the fifth national community development seminar, National University Extension Association, Kellogg Center, Michigan State University, Sep 11-14, 1966). NUEA. Institute for Community Development. Michigan State Univ., East Lansing. Continuing Education Service. 66 127p.

TERMS: *community development, *poverty, *social change, *manpower utilization, decision making, social planning, urban areas,

ABSTRACT: Proceedings of this community development seminar, which focused on relating various social sciences to the issue of poverty, include papers discussing sociological aspects of poverty, as a participation in relation to poverty, manpower development needs, geographic aspects of poverty, urban planning, police services, applications of anthropology, problems in social work practice and training, a holistic (i.e., comprehensive) approach to community development, elements of location theory (study of the processes of decision making on the use of resources), ecological and political perspectives, and the communication process. Charts and diagrams illustrate the concept of network analysis, phases of community action, and ecological dimensions for classifying cities in regard to social change. Document includes 3 references for the paper on location theory. (ly)

SECONDARY TERMS: geographical factors, socioeconomic influences, communication problems, ecological factors, unemployment, social work, community action, political attitudes, community planning, Michigan State University, Kellogg Center,

AC 000 603 I POVERTY, AN ANNOTATED BIBLIOGRAPHY AND REFERENCES. Paltiel, Freda L. Canadian Welfare Council, Ottawa. Laidlaw Foundation, Weston (Ont.), sponsor. 66 148p.

TERMS: *annotated bibliographies, *poverty, *community programs, *research reviews, health, social welfare, minority groups, community action,

ABSTRACT: This volume is planned as the first of a series of source books for administrators, legislators, students, and researchers, summarizing information on current and recent literature, as well as action projects relevant to an understanding of the nature, dimensions, and distribution of poverty in Canada. Part I is an annotated bibliography under 17 topics, featuring studies made in Canada mainly since 1959. Source materials for this part included periodicals, pamphlets, books, unpublished working papers, and speeches given at conferences during 1964 and 1965, and symposium and research reports. Part II is an inventory of research and action programs by social and welfare planning councils in Canada, based on a June 1965 questionnaire. Part III is a list of Canadian periodicals and journals in the fields of health, welfare, and the social and behavioral sciences. The series is planned as a continuing project with semiannual supplements. (ly) (Canadian Welfare Council, Ottawa, $3.00)

SECONDARY TERMS: social planning, aging, education, adult education, human rights, urban renewal, Canada,

AC 000 1060 POVERTY PROGRAM INFORMATION, AS OF 30 JUNE, 1966. U.S. Office of Economic Opportunity, Washington. 66 1080p. tables.

TERMS: *poverty programs, *federal aid, *federal programs, *program descriptions, *statistical data, adult education programs,

ABSTRACT: This is a quarterly summary of all programs initiated under the Economic Opportunity Act of 1964. It contains information on grants, projects, and participants from the date of enactment through June 30, 1966. Arranged by state, it gives a detailed summary of programs and a demographic profile of the state. Statewide programs and programs which operate in more than one county -- Multi-County Programs -- are given at the beginning of the listing. Congressional districts affected are identified in the left-hand column. Where more than 4 districts are involved, the word "Multi" is given, with the numbers of the districts. Programs in the District of Columbia, Puerto Rico, Virgin Islands, Guam, and American Samoa are included. Multi-state projects are at the end. A brief description of the project is provided where the purpose is not obvious. (pg)

SECONDARY TERMS: OEO,

AC 000 050 E ACTION FOR EMPLOYMENT, A DEMONSTRATION NEIGHBORHOOD MANPOWER PROJECT. Final report. ACTION-Housing, Inc. Pittsburgh, Pa. U.S. Dept. of Labor. Office of Manpower, Automation, and Training. FEB 66 EDRS PRICE MF-$0.18 HC-$3.24 81p.

TERMS: *adult counseling, *counselor training, *vocational counseling, *volunteers, *disadvantaged youth, interagency cooperation,

ABSTRACT: A 1-year demonstration project studied a neighborhood-based system in which volunteer neighborhood counselors helped unemployed and underemployed young men through a job training program and into employment. A Mid-Way Report concentrated on recruitment and training. This final report concentrates on the role of the volunteer and on the development of a neighborhood support system for training and employment. Volunteers helped the professional staff of the neighborhood employment center recruit and interview trainees, they counseled them through the training period and assisted in getting them jobs. The project showed that indigenous, nonprofessional neighborhood people could be trained to carry out some professional employment functions. Women made the best interviewers, but were reluctant to make home visits, while men were more successful as counselors. Certain characteristics seem to make for success -- such as maturity, marriage, a long term, steady job, previous community volunteer work, etc. Reasons for trainees' staying in the training program were -- counselor support, motivation, excellent teachers, training allowance, and neighborhood support. Reasons for dropping out were -- dislike of school situation, lack of motivation, and no training allowance. (eb)

SECONDARY TERMS: neighborhood centers, community action, selection, employment opportunities, volunteer training, recruitment, unemployed, evaluation, motivation, participant characteristics, ACTION-Housing,

AC 00[illegible] 915 E OUR SOCIETY'S FUTURE, IMPLICATIONS FOR THE ADMINISTRATION OF EXTENSION PROGRAMS (Address to the 9th national administration seminar for cooperative extension, University of Wisconsin, Madison, May 15, 1967). Griffith, William S. MAY 67 EDRS PRICE MF-$0.09 HC-$0.84 21p.

TERMS: *university extension, *extension education, *developing nations, *educational responsibility, *socioeconomic influences,

ABSTRACT: The population explosion versus world food production capacity, together with urban blight, poverty and functional illiteracy, increasing competition for trained manpower, and related imbalances in American education, constitute major trends and acute problems in today's society. Universities and their extension divisions must lead the attack on national and worldwide public problems. Extension methods have not been successful in increasing food production in developing nations. The primary kind of technical assistance needed is education aimed at population control, rather than agricultural technology. The leadership of the universities will require broader cooperation, new lines of communication, wise allocation of limited extension resources, and continuing education and planning for future needs. Document includes footnotes. (1y)

SECONDARY TERMS: urban extension, rural extension, educational needs, universities, educational objectives, extension agents, educational change, social change, technical assistance, leadership responsibility, population growth,

AC 000 337 I INCREASING UNDERSTANDING OF PUBLIC PROBLEMS AND POLICIES, 1966, A GROUP STUDY OF FIVE TOPICS IN THE FIELD OF EXTENSION EDUCATION. (Report of 16th national agricultural policy conference held at Lake Hope State Park, Zaleski, Ohio, Sep 12-15, 1966). National Committee on Agricultural Policy. Farm Foundation, Chicago, Ill. 66 135p.

TERMS: *rural extension, *agricultural policy, *teaching techniques, *extension agents, *public affairs education, poverty,

ABSTRACT: The purpose of the national agricultural policy conferences is to assist extension workers through discussion of timely and important information on agricultural policy issues and effective techniques for presenting this information to groups. Major discussions at this conference were concerned with approaches to world food needs (extent of need, assistance in agricultural development, food aid, U.S. farm policy issues) -- the food marketing system -- nature and implications of the cotton crisis -- the struggle against poverty (problems in breaking the poverty cycle, and potentialities of rural organization and early education) -- and methods employed to attack public problems (regional poverty, community development, farm labor, and water conservation) in Kentucky, Alabama, California, and Colorado. Document includes a list of conference participants and a list of members of the National Committee on Agricultural Policy. (1y)

SECONDARY TERMS: depressed areas (geographic), food aid, food industry, farm labor, public policy, conservation education,

AC 000 946*I THE ROLE OF THE COUNTY EXTENSION CHAIRMAN IN PUBLIC AFFAIRS EDUCATION IN NORTH CAROLINA AS PERCEIVED BY COUNTY EXTENSION CHAIRMEN AND ADMINISTRATORS (M.S. thesis). Nave, Wallace K. North Carolina State Univ., Raleigh. AUG 66 144p.

TERMS: *role perception, *extension agents, *leadership responsibility, *program attitudes, *public affairs education, rural extension,

ABSTRACT: This thesis reports a study of the role of the county extension chairman in public affairs education in North Carolina as perceived by extension chairmen and administrators. Data were collected by mail questionnaires from 99 of the 100 county extension chairmen in N.C. and 29 of the 33 selected extension administrators. The responses of the 2 groups were compared and conclusions were drawn by Spearman's coefficient of rank correlation technique. There was a significant positive correlation between county extension chairmen's and extension administrators' perception of the relative importance of 5 of the 6 areas analyzed concerning public affairs education as an area of program emphasis and other related factors. There was also a significant positive correlation between the respondent groups' perception of who should assume major responsibility for performing 5 of the 6 public affairs role dimensions. The chairmen and administrators agreed that public affairs education would be even more important in the future than at the present. The chairmen generally recognized a need for additional training for conducting public affairs education. (sm)

SECONDARY TERMS: advisory committees, volunteers, models, masters theses, investigations, North Carolina, Cooperative Extension Service,

AC 000 925*I A STUDY OF THE RELATIONSHIP OF SELECTED SOCIAL FACTORS TO THE DEGREE OF INVOLVEMENT OF COMMUNITY AND RESOURCE DEVELOPMENT LEADERS IN DECISION-MAKING IN WILSON COUNTY, NORTH CAROLINA, 1966 (M.Ed. thesis). Emory, Frank. North Carolina State Univ., Raleigh. Kellogg Foundation, sponsor. JAN 67 74p.

TERMS: *decision-making, *participation, *social influences, *community leaders masters theses, North Carolina, Wilson County, interviews, questionnaires,

ABSTRACT: Among 13 significant correlations were the following: As the degree of importance assigned by CRD Leaders to the successful '65 Project, School Drop-Out Prevention, P.T.A. membership drive, and Civil Rights Action increased, there was an increase in their decision-making involvement. Younger leaders were more highly involved in decision-making. Decision-making involvement by leaders increased as their participation in the P.T.A. and organizations other than the CRD organization increased. Men were more involved in the Farm Bureau membership drive; older leaders were more involved in Civil Rights Action. Involvement in adult education class initiation increased as the education of the leader increased. Farmers with higher incomes were more highly involved in the Farm Bureau Membership Drive and the Successful '65 Project; involvement in Recreation for Youth Efforts and the Farm Bureau Membership Drive increased with the importance of office held in CRD by leaders. (author/sm).

SECONDARY TERMS: age differences, investigations, rural extension, Community and Resource Development (CRD),

AC 000 949*I THE UTILIZATION OF POSITIONAL LEADERS BY COMMUNITY MEMBERS IN A RURAL WISCONSIN COUNTY (Ph.D. thesis). Jahns, Irwin R. Wisconsin Univ., Madison. Dept. of Agriculture and Extension Education. MAR 67 192p.

TERMS: *information sources, *community leaders, *information needs, *counsultants,

ABSTRACT: This study investigated the use of leaders in various agencies and professions by adults in a largely rural south central Wisconsin county. The study dealt with the extent to which these leaders, who provide information and service as a part of their professional responsibility, had been contacted, by whom, and for what reasons. Data were obtained from a representative sample of adults in the county under study. Over a third of the sample had contacted none of the positional leaders during the 3 years prior to the study. Nearly a third had contacted 1 or 2, and still another third, 3 or more. Factor analysis of reported contacts identified 5 factors, or problem areas, about which leaders were contacted -- rural life education, professional consultation, family and youth education, local political orientation, and social welfare. Findings suggested that those who contacted positional leaders who clustered under any one factor were marked by unique personal, social, and attitudinal attributes. Likewise, those who utilized leaders from 3 or more, 1 or 2, or none of the problem areas, significantly differed from one another. Document includes 34 tables and 49 references. (author/ly)

SECONDARY TERMS: rural areas, rural life, adult characteristics, family life, social welfare, factor analysis, doctoral theses, research, Wisconsin,

AC 000 146E ANNUAL LABORATORIES IN COMMUNITY LEADERSHIP TRAINING. (Includes a problem analysis workbook). NEA, Washington. National Training Laboratories.
ED 011 101 66 EDRS PRICE MF-$0.09 HC-$2.00 50p. illus.

TERMS: *community change, *leadership training, *training laboratories, *change agents, *resource materials, role theory, social

ABSTRACT: These readings on community leadership training apply elements of laboratory training to needs and role demands of community change agents. The community is seen as a social system characterized by distinct patterns of behavior and interaction, and subject to accelerating social, economic, political, and technological change. The author discusses principles of power and its use, problems and methods of role definition, the dynamics of community change analysis, and methods and techniques useful in community action research and evaluation. The problem analysis workbook furnished guidelines for (1)clarifying goals, norms and standards, relevant roles of change agents, and patterns of power and influence-- (2)organizing for action-- (3)conducting continuing and final evaluation. Document includes charts, footnotes, and chapter references. (ly)

SECONDARY TERMS: structure, problem solving, evaluation techniques, workbooks, manuals, National Training Labs.,

AC 000 505 E URBAN DECISION MAKING, THE FINDINGS OF A CONFERENCE (Chicago, Nov 5-12, 1965) (NTL applications of human relations laboratory training, 1). Franklin, Richard * Franklin, Paula. NEA, Washington. National Training Laboratories. 67 EDRS PRICE MF-$0.18 HC-$3.88 97p.

TERMS: *urban areas, *decision making, *community change. *leadership training, *training techniques, social change, citizen

ABSTRACT: This National Training Laboratories (NTL) conference, departing somewhat from its usual experience-based learning programs, focused laboratory training methods on the decision making process in urban community problem solving. The conference presented theory, information, and opinion on the nature of cities and their decision making processes. Groups of participants studied the rational-technical-social process framework of decision making and force field analysis, a concept of forces for change versus restraining forces. Participants dealt with two approaches to social change -- the conflict-oppositional strategy and the collaboration-integrative strategy. One group examined ways of enlisting maximum feasible participation of the poor in urban decision making, especially in the war on poverty. Findings were consolidated and recommendations made on more effective approaches to urban change. Participants planned how they would influence change in their own communities. A final evaluation of the conference was made by participants. Document includes 9 references, case studies of several cities, discussion transcripts and other records, and appendixes. (ly)

SECONDARY TERMS: participation, training laboratories, research methodology, economically disadvantaged, power structure, community action, urban extension, community leaders, problem solving, evaluation techniques, case studies (education), tables (data), force field analysis,

AC 000 142 E FIRST LEADERSHIP TEAMWORK DEVELOPMENT LABORATORY FOR WASHINGTON, D.C., Oct 28-30, 1965 (NTL Applications of human relations laboratory training, 1). Mial, H. Curtis. NEA, Washington. National Training Laboratories. United Planning Organization of Washington, C.D., sponsor. JAN 66 EDRS PRICE MF-$0.09 HC-$0.72 18p.

TERMS: *leadership training, *community leaders, *urban areas, *problem solving, *laboratory training, interagency cooperation,

ABSTRACT: A 3-day residential program of laboratory training focused on individual sensitivity, small group dynamics, and diagnostic problem solving. The program was planned to facilitate better interagency teamwork in dealing with the urban problems of Washington, D.C., which are complicated by the prospect of home rule with inadequate leadership preparation. The response of 60 community leaders to the program proposal indicated a strongly felt need for this training. Eighteen leaders participated. Lectures, T-groups, observation, and feedback on each group by the other, exercises in specific skills, and force field analysis comprised the program. Participant evaluation showed general satisfaction. Awareness of the importance of openness and trust was seen as the most effectively accomplished objective. Further projects are suggested. Participants and their organizations are listed. (ja)

SECONDARY TERMS: T groups, program descriptions, program evaluation, force field analysis, Washington,

AC 000 910 C THE IDENTIFICATION OF COMMUNITY NEEDS IN TENNESSEE, THE STATEWIDE REPORT ON A COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (Partly financed under Title 1, Higher Education Act of 1965). Tennessee Univ., -- State Agency for Title I, Knoxville. MAY 67 227p. Bibliog, pp.209-211

TERMS: *community problems, *surveys, *educational needs, *universities, Tennessee, Title 1 (89 329),

ABSTRACT: This report contains 8 area reports made by representatives of 14 colleges and universities throughout Tennessee identifying the most pressing community problems in housing, poverty, government, recreation, youth opportunities, employment, transportation, health, and land use. Appendixes include personnel involved in area reports, preliminary survey questionnaire on community problems, the questionnaire for the West Tennessee study, a problem identification outline, and 35 references. (author/ly)

AC 000 091 E THE COMMUNITY-APPRENTICESHIP PROGRAM, A FEASIBILITY STUDY (Economic Development Series, 9). Isaack, Thomas S. West Virginia Univ. College
Ep 011 621 of Commerce. West Virginia Univ. Center for Appalachian Studies and Development. JUN 66 EDRS PRICE MF-$0.09 HC-$1.48 37p.

TERMS: *industrial training, *employer attitudes, *program development, *interagency cooperation, *apprenticeship, on the job training,

ABSTRACT: A study was conducted to examine the feasibility of establishing community apprenticeship programs in West Virginia. The concept is that a worker in one company would undertake on the job training at a place other than that of his employment in order to take advantage of machines and equipment not currently owned by his company. This would upgrade the work force in the community, whereas most on the job training programs are limited by the current needs of each firm. The author discusses precedents of the concept. Representatives of the business community met in several cities to discuss the possibilities and problems of such a program. Some of the problems raised in these meetings were union attitudes and interests, scheduling of the trainee into the training firm's schedule, legal aspects of having the trainee work without being paid by the training company, injury liabilities, competitive secrets, screening of trainees, public relations and communications between business, union, and government and between competitive businesses, and general preference of the status quo. Ways of implementing a community apprenticeship program through existing associations and agencies are discussed. (ja)

SECONDARY TERMS: community benefits, negative attitudes, labor unions, tables (data), community cooperation, West Virginia, MDTA,

AC 000 910 C THE IDENTIFICATION OF COMMUNITY NEEDS IN TENNESSEE, THE STATEWIDE REPORT ON A COMMUNITY SERVICE AND CONTINUING EDUCATION PROGRAM (Partly financed under Title 1, Higher Education Act of 1965). Tennessee Univ., -- State Agency for Title I, Knoxville. MAY 67 227p. Bibliog, pp.209-211

TERMS: *community problems, *surveys, *educational needs, *universities, Tennessee, Title 1 (89 329),

ABSTRACT: This report contains 8 area reports made by representatives of 14 colleges and universities throughout Tennessee identifying the most pressing community problems in housing, poverty, government, recreation, youth opportunities, employment, transportation, health, and land use. Appendixes include personnel involved in area reports, preliminary survey questionnaire on community problems, the questionnaire for the West Tennessee study, a problem identification outline, and 35 references. (author/ly)

ABSTRACT: A study was conducted to examine the feasibility of establishing community apprenticeship programs in West Virginia. The concept is that a worker in one company would undertake on the job training at a place other than that of his employment in order to take advantage of machines and equipment not currently owned by his company. This would upgrade the work force in the community, whereas most on the job training programs are limited by the current needs of each firm. The author discusses precedents of the concept. Representatives of the business community met in several cities to discuss the possibilities and problems of such a program. Some of the problems raised in these meetings were union attitudes and interests, scheduling of the trainee into the training firm's schedule, legal aspects of having the trainee work without being paid by the training company, injury liabilities, competitive secrets, screening of trainees, public relations and communications between business, union, and government and between competitive businesses, and general preference of the status quo. Ways of implementing a community apprenticeship program through existing associations and agencies are discussed. (ja)

SECONDARY TERMS: community benefits, negative attitudes, labor unions, tables (data), community cooperation, West Virginia, MDTA,

AC 000 647JI SELF-PERCEIVED EDUCATIONAL NEEDS OF ADULTS (IN Adult Education, 16(2), Win 66, pp.92-100). Dobbs, Ralph C. 66 9p.

TERMS: *educational needs, *evaluation, *socioeconomic influences, *adult education programs, adults, adult characteristics,

ABSTRACT: A survey of the expressed educational needs of a sample group of 100 adults, evenly divided between a declining and a nondeclining neighborhood in Indianapolis, Indiana, ascertained predominant aims (largely economic), aspirations, major problems and ways seen to solve them, and specific educational interests. Interest in further training was expressed by 80 percent. Findings on both groups and the total, including educational background and socioeconomic data, indicate considerable need for evening programs of vocational training (mainly mechanics and business), adult basic education, and high school certification courses. Document includes 8 tables. (ly)

SECONDARY TERMS: statistical data, tables(data), research, interviews, educational background, adult interests,

AC 000 045E CHANGING CONCEPTS OF PRODUCTIVE LIVING. (report of a conference, Summer
ED 011 096 1966). Boyd, Robert D., ed. Wisconsin Univ., Madison. School of Education. Wisconsin Univ., Madison. University Extension. 67 EDRS PRICE MF-$0.27 HC-$5.24 131p. Bibliogs.

TERMS: *social environment, *productive living, *social change, *work attitudes, *community change, community planning,

ABSTRACT: At a conference of adult educators designed to bring into focus new perspectives of the roles of adult education, papers were presented on the changing concepts of productive living and the relationship between concern for productive living and adult education. An overview provides a working orientation and describes the basic forces and problems in the changing role and conceptualization of work and individual productivity. A schematic model is developed of the individual in society to explain the evolutionary, feedback, and synthesis mechanisms of individuals dynamically interacting in society. A paper discusses the problem of leisure in modern society. Out-dated and unrealistic concepts of community life are identified as frustrating and blocking progress toward more productive living. The papers conclude with the changing sex roles in the American family as reflected in varying norms for family living, and the role and function of the adult educator in relation to these changing concepts of sex role differentiation. (eb)

SECONDARY TERMS: educational planning, automation, social values, economic climate, family life, sex differences, conferences, role perception, role conflicts, work, leisure,

AC 000 941 E CONTINUING EDUCATION INTERESTS OF MUNICIPAL OFFICIALS IN EAST CENTRAL FLORIDA. Long, Huey B. Florida State Univ., Titusville. Urban Research Center. MAY 67 EDRS PRICE MF-$0.09 HC-$1.48 37p.

TERMS: *city officials, *professional continuing education, *participation, *educational attitudes, *program evaluation, educational needs,

ABSTRACT: This study investigated continuing education activities and attitudes of 71 city officials (mostly male and middle-aged) in 7 counties of east central Florida. A questionnaire obtained data on regularity of educational activities, preferred methods, interest in education related to their duties, desired subject areas, organizations and institutions considered responsible, attitudes toward residential short courses, and perceived adequacy of the educational preparation for public office. Findings imply that appointed city officials attach greater value to such activities than elected officials, but interest in general is strong, particularly in courses on fiscal policy and management. However, limited programs and travel requirements with attendant loss of time make courses unattractive. Officials prefer that the Florida League of Municipalities and the Florida State University System assume responsibility for education. Regional education centers might provide a connection between the local region and the campus. A longitudinal study of these respondents and an in depth study of characteristics of participants and non-participants would be valuable, as would provision of experimental programs. The questionnaire is included. (ly)

SECONDARY TERMS: questionnaires, surveys, research, educational interest, participant satisfaction, Florida,

AC 000 035E COMMUNITY EDUCATION PROJECT. A report to the Rosenberg Foundation.
ED 011 094 Heppell, Helen M. San Diego City Schools, Calif. Dept. of Adult Education. JUN 66 EDRS PRICE MF-$0.09 HC-$2.32 58p. illus.

TERMS: *community education, *public school adult education, *school community cooperation, *educationally disadvantaged,

ABSTRACT: A 3-year community education project was undertaken in southeast San Diego, which was characterized by a large minority group population, low incomes, high unemployment, and junior high school educational median. Adult education classes were poorly attended in the area. Creative motivational techniques were made possible by foundation funding, a skilled community coordinator, citizens advisory committee, and community involvement. These included an "Adult Education Sunday" in local churches, a welfare class in basic education for unemployed fathers, talks by the coordinator to PTAs, church groups, labor unions, publicity in the newspapers, home calls by volunteers, decentralized classes at elementary schools, a meaningful curriculum, a little theater, dance and art classes, encouragement of library use, an American Negro history class. Objective evaluation of this kind of project is difficult, but there was a steady rise in adult school attendance and a steady increase in certificates and diplomas issued by the adult school. The persons involved in the project were interviewed for a subjective evaluation. The most successful motivational techniques involved person-to-person contact, such as home calls. A positive evaluation of the worth of this kind of project is shown in its extension as a Federally financed program. (eb)

SECONDARY TERMS: *low income groups, poverty programs, community programs, community responsibility, administrative personnel, neighborhoods, public relations, financial support, socioeconomic background, motivation, family attitudes, program improvement, San Diego, Calif.,

AC 000 101 E THE HIGHLANDER FOLK SCHOOL, PIONEER OF INTEGRATION IN THE SOUTH (IN Teachers college record, 68(3)/242-250,Dec 1966). Horton, Aimee. 66 11p.

TERMS: *folk schools, *racial integration, *residential programs, *leadership training,

ABSTRACT: The Highlander Folk School, founded in 1931 to train rural and industrial leaders, was an integrated center for labor education in the late 1930's and the 1940's and for National Farmers Union sessions in the early 1950's. In 1953 Highlander organized 2 summer workshops ("The Supreme Court Decisions and the Public Schools"), followed by school desegregation workshops in 1954, 1955, 1956, and 1957, in an educative environment based on cooperative program planning and decision-making. The 1955 workshop, which concentrated on a few communities where Highlander Folk School had friends or former students, undertook an experimental planning project involving Southern communities with varying patterns of segregation, and produced 2 sets of action guidelines -- "A Guide to Community Action for Public School Integration" and "Basic Policies for Presentation to School Boards" (recommendations for pupil integration, teacher and administrative integration, and necessary educational preparation). Questionnaire responses from Negro and white community leaders at Highlander stressed contributions of the integrated residential experience to fruitful participation and learning. Contrasts with more conventional race relations seminars were noted. Document includes 10 references. (ly)

SECONDARY TERMS: civil rights, workshops, community leaders, negroes, southern states, race relations, historical reviews, Highlander Folk School, Tennessee,

AC 000 640 I AN ANALYSIS OF SELECTED PROGRAMS FOR THE TRAINING OF CIVIL RIGHTS AND COMMUNITY LEADERS IN THE SOUTH. Horton, Aimee I. Fisk University, Nashville, Tenn. USOE. Cooperative Research Program. CRP-S-291 66 151p.

TERMS: *leadership training, *civil rights workers, *community leaders, *program evaluation, *residential programs, southern states,

ABSTRACT: Three residential adult education programs for training negro and white civil rights and community leaders in the south were examined as potential models for organizations and institutions seeking to develop effective, democratic local leadership. The programs were a 1955 Workshop on School Desegregation sponsored by and held at the Highlander Folk School in rural Tennessee, the 1965 Annual Institute of Race Relations, sponsored by the Race Relations Department of the American Missionary Association and held at Fisk University, and the 1965 Citizenship School Teacher Training Workshop sponsored by the Southern Christian Leadership Conference and conducted in rural Georgia. A detailed description and analysis was made of each program's objectives, learning experiences, evaluation, and effect on participants. Participants and staff contributed through staff records, taped and written records of workshop sessions, reports, participant observation, questionnaires, and interviews. The investigator concludes that the Highlander and Southern Christian Leadership Conference programs provided the more useful models, because of the significant residential setting, prior committment and activity of participants, and a strongly problem-oriented educational program. (ja)

SECONDARY TERMS: educational objectives, program descriptions, negroes, research, participant characteristics, residential method, Highlander Folk School, American Missionary Assn, Southern Leadership Conf,

THE LIBRARY OF
NOV 16 1967
CONTINUING EDUCATION